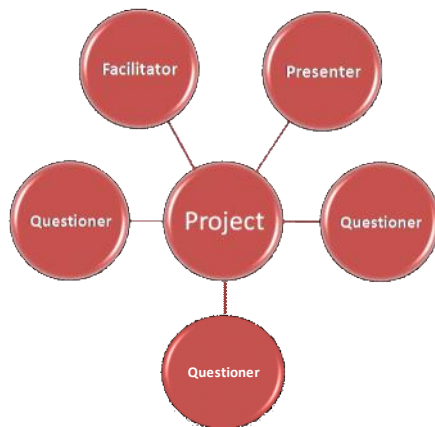


## Is action learning the right strategy?

### Is the group informed and committed?

A group of committed people is the first essential element. They must be prepared to commit to the project and to the rules that the group negotiates. During a meeting group members will have a range of roles. They may be the facilitator, presenter or a questioner. The presenter is presenting a report of their project. They present in about 10 minutes. The rest of the group acts as questioners. Their role is to ask powerful, strategic questions that enable the presenter to see their work in new ways. They may ask questions for about 30 or 40 minutes. Confidentiality and trust are vital.



To do this work most effectively a group needs to have people with:

- common areas of work
- common level of authority
- capacity to build trust (confidentiality)
- willingness to commit time
- willingness to follow procedures
- good listening skills
- capacity to be reflective and insightful about self and others
- capacity to be generous (questioning skills)
- capacity to suspend judgement
- capacity to support the learning of others
- desire to learn about yourself as a leader/teacher
- genuine interest in people
- a passion for their work and learning

### Does the group have a suitable project?

The project is the vehicle for learning. This must be real life work. Action learning helps participants do your existing work more effectively; it should not create more work or new work. The group can have a common project or each individual can have their own. This project should be built around a problem that is substantial and challenging and that has no readily identifiable solution. It needs to last for at least 6 months.

The best projects:

- are ones that group participants lead so that the group can influence the direction
- have a measurable outcome
- are about real work that allows for a flexible solution
- involve a problem or challenge relating to people, improving processes or an innovation
- deal with the core business of teaching and learning
- involve a significant level of challenge

### Does the group have the necessary resources?

### Is this the right strategy for this situation at this time?

# Decision making tool

## Will we proceed?

### PMI activity

Use the table below to identify the positive, negative and interesting aspects of forming an action learning group.

Plus	Minus	Interesting

Do we have enough information to make a decision? If not where can we get more information?

Is this the right process for us now?

Our decision is

## Resource planning tool

### What resources will we need to implement an effective program?

Do we have the following?

- A mentor or support person

- A facilitator or plan for group members to act as facilitator

- A schedule of meetings including a time and place to meet? Virtual or real?

- Funds to cover the cost of meetings

- A project implementation budget

- Other resources

Do we have enough information to make a decision? If not where can we get more information?

Is this the right process for us now?

Our decision is

## DER NSW Suggested action learning projects

### List of suggested projects that you could consider.

These projects reflect the kinds of issues that teachers and leaders have said that they want to address.

Targets could be established that would enable the project to be part of your school plan.

The DER NSW professional learning funds can be used to provide the resources and time for an action learning approach to implement one of these projects in your school or community of schools.

**1. Laptops in lessons:**  
ensuring that all students  
are using laptops in  
classrooms to enhance their  
learning.

**2. Laptops for real learning;**  
implementing digital  
pedagogy across the whole  
school.

**3. Helping teachers to raise  
their skill level with laptops  
and confidence to design  
and deliver best practice  
teaching and learning for  
students.**

**4. Finding ways of our  
technology and laptop  
savvy teachers sharing their  
knowledge with other  
teachers including early  
career teachers and pre  
service teachers.**

**5. Developing the  
technology team to provide  
whole school leadership in  
the use of laptops in our  
school and community of  
schools.**

**6. Developing a high  
performing technology  
team that can lead the  
school to create a vision for  
learning with laptops for the  
next two years and then  
support its implementation.**

**7. Using DER NSW as a  
leverage point to transform  
pedagogy in our school and  
community of schools.**

**8. Developing opportunities  
for our great teachers who  
are using laptops in lessons  
and who are ready to go to  
the next level in their  
professional practice.**

**9. Finding efficient and  
effective ways of sharing  
best practice in teaching  
and learning with laptops to  
build pedagogy across the  
school or learning  
community.**

**10. Implementing best  
practice side by side learning  
programs like shadowing,  
mentoring or coaching in our  
community of schools to  
transform pedagogy through  
the implementation of  
laptops.**